DOCUMENT RESUME

ED 163 268 08 CE 018 955

AUTHOR Bain, William
TITLE Common Core Curriculum for Vocational Education. Category D: Administration and Supervision. D-4: Conference Leadership.
INSTITUTION California State Univ., Fresno.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
PUB DATE 78
NOTE 61p.; Not available in hard copy due to print size. For related documents see CE 018 935-971
AVAILABLE FROM Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Conferences; *Core Curriculum; Higher Education; Leadership Training; Learning Activities; Learning Modules; Performance Based Teacher Education; Planning; *Teacher Education Curriculum; *Vocational Education

ABSTRACT

This module on conference leadership is one of a set of eight on administration and supervision and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, seven lessons are presented: (1) leadership and its techniques; (2) conference planning--topic selection; (3) conference planning--personnel selection; (4) conference planning--program format; (5) facility selection and arrangements; (6) conference evaluation; and (7) leading a session. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED163268

Common Core Curriculum
for Vocational Education

D-4

CONFERENCE LEADERSHIP

Module Writer: William Bain, M.A.

Category D:

ADMINISTRATION AND SUPERVISION

Project Director
Gwen Cooke, Ph.D.

Assistant Project Director
Maurine Vander Griend, M.S.

1978

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE018 955

ABOUT THIS MODULAR CURRICULUM

This module is one of a series of 34 modules intended for use in the professional preparation of vocational educators in the vocational education service areas of agricultural, business, home economics, and industrial education. The curriculum can be adapted to various styles of instruction and to various entry-levels of students.

It is recommended that an instructor planning to use these modules review each category to determine if any modification is needed in the objectives and suggested activities so that they conform with local institutional policies and/or vocational education programs. It is also suggested that resources and activities be identified for the specific entry-level of the student to be served.

The activities listed are suggested. The use of any other activity or reading reference which the instructor believes would help to accomplish the objectives of that lesson is encouraged. The choice of the teacher to use the entire module, either through group reports or individualized assignment, will be related to individual student competency requirements.

Since many modules strongly recommend the use of local administrative personnel and community rsources, it is suggested that all site visitations and requests for assistance in the community be coordinated by or cleared through the instructor. The instructor may wish to distribute these tasks among the student group and across the community with the class report system being used to disseminate the information gathered.

These modules have been field tested in various settings. They have been used with students working toward a bachelor's or master's degree and with students seeking the designated subjects credential in Californica. Some modules were tested through student independent study, others as part of total class assignment, and still others as an alternate activity. Workshop participants examined the materials in terms of content, activities, and resources. The adaptability of this curriculum is one of its strengths.

The materials could not have been completed without the participation and contribution of many individuals. Chief among these persons were the module writers, workshop participants, field-test instructor, and students. Conference presentors and evaluators also contributed to this project. Proceedings of the workshop are available upon request.

If we can provide you with information or help in using this curriculum, please feel free to contact us.

Project Director

Dr. Gwen C. Cooke, Chairperson
Home Economics Department
California State University, Fresno

Assistant to Director

Maurine Vander Griend, Adjunct Professor
Home Economics Department
California State University, Fresno

COMMON CORE CURRICULUM

FOR

VOCATIONAL EDUCATION

MODULE WRITERS

William Bain, M.A.
Ann Bauer, M.S.
Lloyd Dowler, M.S.
Frances Harkins, M.S.
Hal Marsters, M.S.
Joan Martin, Ed.D.
Kenneth Moshier, Ph.D.
Dwayne Schramm, Ph.D.
Gayle Sobolik, Ph.D.
Gary Winegar, D.Ed.

This work was developed under a contract with the California State Department of Education under the provisions of Public Law 90-5-76, EPDA, Part F. However, the opinions expressed herein do not necessarily reflect the position or policy of the State Department of Education and no official endorsement by the State Department of Education should be inferred.

TABLE OF CONTENTS

Module Objective. . . . . .Page 1
Module Overview 1
Resource Materials for Completing the Activities in this Module . . . 3
Lesson One: Leadership and its Techniques. 4
a. Objective 4
b. Overview. 4
c. Suggested Activities. 5
d. Suggested Resources 5
Lesson Two: Conference Planning - Topic Selection. 6
a. Objective 6
b. Overview. 6
c. Suggested Activities. 6
d. Suggested Resources 7
Lesson Three: Conference Planning - Personnel Selection. 8
a. Objective 8
b. Overview. 8
c. Suggested Activities. 8
d. Suggested Resources 9
Lesson Four: Conference Planning - Program Format. 10
a. Objective 10
b. Overview. 10
c. Suggested Activities. 10
d. Suggested Resources 11
Lesson Five: Facility Selection and Arrangements 12
a. Objective 12
b. Overview. 12
c. Suggested Activities. 12
d. Suggested Resources 13
Lesson Six: Conference Evaluation. 14
a. Objective 14
b. Overview. 14
c. Suggested Activities. 14
d. Suggested Resources 15
Lesson Seven: Leading a Session. 16
a. Objective 16
b. Overview. 16
c. Suggested Activities. 16
d. Suggested Resources 17
Module Pre/Posttest 18
Answer Key. 20
Appendixes. 22
Appendix A: Parliamentary Procedure Chart. 23
Appendix B: Criteria for Selecting Presentors. 24
Appendix C: Individual Session Requirements. 25
Appendix D: Interview Form 26
Appendix E: Needs Assessment: Competency Model. 27
Appendix F: General and Specific Learning Objectives 28
Appendix G: CIEA In-Service Questionnaire. 29
Appendix H: Organizing an Effective Field Trip 31

Table of Contents (continued)

Appendix I: Methods for Conducting Inservice. 33
Appendix J: Program Format and Schedule 34
Appendix K: 35
Appendix L: Infusion into Instruction and Guidance. 36
Appendix M: Workshop Equipment. 37
Appendix N: Local Host(s) Steering Committee Application. 38
Appendix O: Conference Management 39
Appendix P: CIEA Request for Funds. 41
Appendix Q: Workshop Evaluation 42
Appendix R: LVR Plan. 43
Appendix S: Workshop Evaluation 44
Appendix T: Participant Feedback. 46
Appendix U: Evaluation by Objectives. 47
Appendix V: Evaluation Process. 48
Appendix W: Evaluation of Speaker/Consultant Presentation 49
Appendix X: Evaluation. 50
Appendix Y: Evaluation. 51

CONFERENCE LEADERSHIP

Module Objective

Upon satisfactory completion of this module, the student preparing to teach vocational education subjects will have developed the skills necessary to participate in an active role as conference leader.

Module Overview

A conference may be large and complex or it may be almost as simple as a classroom activity/lecture series. There are, however, some basic factors which must be considered in relation to the task of conference leadership.

This module will attempt to deal with several facets which must be mastered if one is to be well prepared as a conference leader. The viewpoint will be different but the function the same, depending upon the role one has in a given conference.

Conference topics are determined in many ways. They may be generated by a specific in-service need to prepare staff to function in a new setting due to technological change or they may spring from a social interaction impetus where several staff members may be asked to share some of their personal "how to" successes. Conference leadership comes into play as an orchestration of activities which will allow the participants and the presenters to feel the whole experience has been worth the effort. Since there is usually some practicum involved, a conference leader is able to prepare a program which will have broad appeal to those attending.

This module is designed to provide the student with the information needed to become a successful conference leader and to evaluate what has been good conference leadership. The lessons are prepared as a sequence with opportunities to look up, seek out, review, and participate in the process. As is true in many situations, they are guides limited only by the imagination, ability and interest of the student.

The lessons in this module will help the student master the necessary understanding to develop and lead a conference, as well as to appreicate a conference as a participant more fully. The lessons are aimed toward vocational education conferences, but certainly there are areas common to all conferencing.

This module has been divided into seven lessons:

(1) Leadership and Its Techniques

(2) Conference Planning - Topic Selection

(3) Conference Planning - Personnel Selection

(4) Conference Planning - Program Formation

(5) Facility Selection and Arrangements

(6) Conference Evaluation

(7) Leading a Session

Resource Materials for Completing the Activities in this Module

A Guide to More Effective Meetings. Minneapolis, Minnesota: Three M Company.

Bellows, Roger M. Creative Leadership. Washington, D. C.: United States Office of Education, Health Education, and Welfare, 1962.

Chapter In-service Training Guide. Fresno: California Industrial Education Association.

C.I.E.A. Convention Guide. An unpublished report for California Industrial Education Convention. Fresno: California Industrial Education Association.

Davis, Larry N., and Earl McCallum. Planning, Conducting and Evaluating Workshop Staff Packets. Washington, D. C.: Library of Congress 74-82809, 1974.

Dyer, William G. Insight to Impact. Provo, Utah: Brigham Young University Press, 1976.

Gyllenhaal, Hugh. Guide to Styles, Groups, Methods. New York: Sales Meetings, January, 1957.

Harris, Ben M., and Wailand Bessent in collaboration with Kenneth D. McIntyre. In-service Education, A Guide to Better Practice. Englewood Cliffs: Prentice Hall, 1969.

Hunter, H. Jack. Conference Leadership. Washington, D. C.: United State Office of Education, Health Education, and Welfare, 1962.

Let's Hold Better Meetings. Akron, Ohio: Goodyear Tire and Rubber Company.

Maclin, Edward S. Conference Leader Training. New London, Connecticut: National Foreman Institute, 1952.

Maier, Norman R. F. Problem Solving Discussions and Conferences. New York: McGraw-Hill, 1953.

Maximizing Human Potential. Sacramento: Bureau of Homemaking Education, California State Department of Education, 1977.

Moffitt, John C. In-service Education for Teachers. Washington, D. C.: The Center for Applied Research in Education, 1963.

Wagner, Joseph A. Successful Leadership in Groups and Organizations. (2nd ed.) New York: Chandler, 1973.

CONFERENCE LEADERSHIP

Lesson One: Leadership and Its Techniques

Objective

Upon the satisfactory completion of this lesson, the student will be able to (1) prepare a statement from defined basic leadership qualities which will exhibit his/her own strength characteristics for leadership; (2) prepare a narrative report of a conference leader role and how that role has assisted him/her in finding a personal leadership role; and (3) describe how parliamentary rules affect each leadership role.

Overview

This lesson deals with facets of leadership. There are qualities, as well as functions of leadership, which are to be learned. The qualities are those unique to an individual which may or may not be useful to another individual in precisely the same manner. These factors must be considered and reviewed by a candidate for leadership in order to be able to fully develop his/her own personal qualities of leadership.

There are some functions of leadership which must be performed in virtually every instance. There is no set pattern for who will perform these functions in the conference setting, as the role of leadership takes on the character of the leaders.

The functions of conference leadership include, but are not limited to: calling meetings, sending notices and letters, chairing a large group session and small group session, chairing a steering committee, arranging for facilities and equipment, arbitrating problems, leading discussions, authorizing budgeted and non-budgeted expenditures, determining content and sequences of the conference, and many more. These functions may be identified as tasks and be given to co-leaders for implementation. It follows then, that leadership must include some personnel assessment qualities for the most efficient operation.

Finally, in a leadership role there is order. Whether the group is large or small, formal (in the business sense) or informal, business must be conducted in an orderly manner. Any person who assumes a leadership role, whether limited to a conference or not, should be skilled in parliamentary procedure. It will free participants to find consensus and direction as they exercise their personal desires and participate in the program development.

The activities which follow will assist each candidate in being the leader he or she fancies him or herself to be.

Suggested Activities

(1) Prepare a report (oral or written) on leadership styles. Describe and discuss the effective control techniques of autocratic, democratic, and laissez-faire leadership as they relate to groups of different size.

(2) Discuss motivation techniques necessary to good leadership. Relate these to Maslow's motivation theory and its application to conference leadership.

(3) Develop a chart to note characteristics of a leader. Prepare an explanation for a respondent to assist in self-determination of these qualities. Attachment B and C.

(4) Attend an in-service workshop (hopefully for a vocational education group or association). Report on your responses to the leadership outcomes (content, sequence, personnel presenters, general chairperson leadership, etc.). Conduct and make notes from a brief interview with a conference leader and/or some co-leader/participators. This should be an informal interview when the leader has a few minutes; make your questions to the point. Prepare your report in keeping with improvement suggestions, motivation techniques, etc., as in earlier activities. Attachment D.

(5) Review material on parliamentary procedure. Discuss how these procedures will be used by a leader of a conference which will be presented as an in-service workshop on a Saturday to a Subject Matter Association Meeting. Attachment A.

Suggested Resources

Dyer, William G. Insight to Impact. Provo, Utah: Brigham Young University Press, 1976.

Gobles, Frank. Excellence in Leadership.

Maier, Norman R. F. Problem Solving Discussions and Conferences. New York: McGraw-Hill, 1953.

Wagner, Joseph A. Successful Leadership in Groups and Organizations. (2nd ed.). New York: Chandler, 1973.

Upon successful completion of assigned activities, proceed to Lesson 2.

CONFERENCE LEADERSHIP

Lesson Two: Conference Planning - Topic Selection

NOTE: The next three lessons comprise those steps necessary to offer a conference. They are one content, but here we will deal with the several components individually.

Objective

Upon the satisfactory completion of this lesson, the student will be able to (1) identify the factors which determine topic selection and (2) prepare some sample descriptive materials for support.

Overview

This lesson deals with the selection of content. There is always the necessity to have good content for any conference. The identification of those topics which will be used governs as well as is governed by the time and facility available for the conference.

The selection process may be a tool which a conference leader may use. The specific process chosen will be determined by the type of conference, as well as the time and facility available, the geographical area served and the conferees.

The relevance to the field will be an important facet of topic selection, as will the presenters' availability and affordability.

This lesson will give the student an opportunity to become familiar with the process of topic selection in conference program planning.

Suggested Activities

(1) Review interest inventory (needs assessment) instruments and reference material (which may be available) to assist in determining interests of a group (teachers of a specific subject matter), content, i.e.: metal-working or nursing, teacher of a general subject matter content i.e.: industrial education or home economics for an in-service workshop. Describe how the instrument will be used to assess potential interest and how you may adjust topics from the responses received. Attachments E, F, G, and H.

(2) Describe which type of instrument you would prefer to use for a situation you also describe. Discuss the basis for the format, distribution, and the potential situation.

(3) Discuss how you would select topics for a small workshop conference which must include some "new legislative input which may be of low interest" and will be presented for the conferees on their own time. Describe the process you feel should be used in topic selection.

(4) Develop an instrument to be used for a mini conference of your choice. Prepare it for mail distribution for submission.

Suggested Resources

Davis, Larry N., and Earl McCallum. Planning, Conducting and Evaluating Workshop Staff Packets. Washington, D. C.: Library of Congress 74-82809, 1974.

Harris, Ben M., and Wailand Bessent in collaboration with Kenneth D. McIntyre. In-service Education, A Guide to Better Practice. Englewood Cliffs: Prentice Hall, 1969.

Maclin, Edward S. Conference Leader Training. New London, Connecticut: National Foreman Institute, 1952.

Sample interest surveys.

Upon successful completion of assigned activities, proceed to Lesson 3.

CONFERENCE LEADERSHIP

Lesson Three: Conference Planning - Personnel Selection

Objective

Upon the satisfactory completion of this lesson, the student will be able to (1) identify criteria for use in the selection of committee personnel for conference planning; and (2) identify criteria for use in selecting conference speakers/presenters.

Overview

This lesson deals with the personnel involved in the conference: those who plan and implement the activities which will occur. The conference planning committee will normally reflect the desires of the sponsors and the conference leaders, that is, those who have been topic determiners.

The selection of personnel is of extreme importance to any successful conference, no matter what its size. In fact, most would agree that people are always the important key, no matter how great the topics or attractive the facilities. These personnel choices must be made well as they are the persons who will develop the objectives for the conference. This objective development process becomes the heart of what the actual conference will be.

This lesson asks the student, through its activities, to identify some major determiners in the selection process for developing skill in that process. It is of signal importance.

This lesson asks the student, through its activities, to identify some major determiners in the selection process for developing skill in that process. It is of signal importance.

Suggested Activities

(1) Develop a series of criteria felt to be important in the personnel selection process. Discuss them with your instructor. Arrange to interview two or more conference chairmen or leaders to evaluate the validity of the selection process. Report your findings in a brief narrative statement. Attachment B and C.

(2) Develop a series of questions relative to the location, selection, and invitation of prospective speakers and presenters. Check these questions with your instructor. Arrange to interview two or more

conference leaders (perhaps a local administrator) and some conference participants to validate and improve these criteria. Prepare a narrative report to support your results and submit for evaluation.

Suggested Resources

Davis, Larry N., and Earl McCallum. Planning, Conducting and Evaluating Workshop Staff Packets. Washington, D. C.: Library of Congress 74-83809, 1974.

Gobles, Frank. Excellence in Leadership.

Maclin, Edward S. Conference Leader Training. New London, Connecticut: National Foreman Institute, 1952.

Wagner, Joseph A. Successful Leadership in Groups and Organizations. (2nd ed.). New York: Chandler, 1973.

Upon successful completion of assigned activities, proceed to Lesson 4.

CONFERENCE LEADERSHIP

Lesson Four: Conference Planning - Program Format

Objective

Upon the satisfactory completion of this lesson, the student will be able to (1) describe several types of conference program formats and (2) relate specific formats to the size of the group and the selected content for most efficient use.

Overview

This lesson takes the next step in conference planning. When the topic(s) have been selected, the decision concerning the format of the conference must be made. Several factors will affect this decision, including some decisions and functions which follow in this module.

This lesson will treat that portion dealing with program format specifically. It is designed to inform the student about types of format used and where those formats are most successful.

Suggested Activities

(1) List and describe at least three types of conference program formats. List them in order, from small to large. (You may wish to present the data in a matrix form to identify relative suitability of program to group size.)

(2) Describe a program format to be used in each of the following settings; support your conclusions for each choice:

a. In-service meeting for all vocational education teachers of a school district, who will be released one-half day from their duties and who will discuss a new district-wide curriculum articulation plan.

b. In-service workshop on a weekend within one general subject area covering several new industry/business processes and an invited VIP.

c. Pre-service/In-service workshop during a weekday on a multi-subject level with new techniques and possible legislative impact involved.

d. Pre-service/In-service program during a weekday on a single topic involving curriculum and technique content information. Attachments I, J, K, L, M, and N.

Suggested Resources

Davis, Larry N., and Earl McCallum. Planning, Conducting and Evaluating Workshop Staff Packets. Washington, D. C.: Library of Congress 74-82809, 1974.

Gyllenhaal, Hugh. Guide to Styles, Groups, Methods. New York: Sales Meetings, January, 1957.

Harris, Ben M., and Wailand Bessent in collaboration with Kenneth D. McIntyre. In-service Education, A Guide to Better Practice. Englewood Cliffs: Prentice Hall, 1969.

Upon successful completion of assigned activities, proceed to Lesson 5.

CONFERENCE LEADERSHIP

Lesson Five: Facility Selection and Arrangements

Objective

Upon the satisfactory completion of this lesson, the student will be able to (1) identify criteria for selecting a facility suitable for conference presentation for small and large groups in both the activity and lecture presentation spheres; (2) develop a check list format for facility arrangements, including content requirements.

Overview

The success of any conference is based on many factors. Primarily we feel that people, in this case presenters, are what make a conference successful. This will continue to be most important. When a facility is chosen, it should enhance the speaker's role and deal with the part both he or she and the participants will play in the conference. The relationship of the facility to the small intimate conference, although completely differenct from the facility of a large activity workshop, should be the same--enhancing the situation and the speaker.

This lesson will deal with facility planning. It will relate to the factors identified above. The student will develop competencies in these areas through the activities of the lesson. The resources available from the teacher, library, and other areas should be gathered to assist in achieving the greatest gains.

Suggested Activities

(1) Review several sample facility selection guides. Note those factors of selection which are pertinent to all applications or settings. Develop a facility selection worksheet you feel deals best with conference planning. Prepare an explanation to accompany the worksheet if any classification is required.

(2) Attent two or more conferences. Review the facility utilized. Given the existing physical limitations, prepare a narrative comment on how well the facility selection was managed. How could it have been improved?

(3) Attend two or more conferences, preferably large and small. Describe how the facility selection process differs and how it is similar regarding size. Prepare a comment on how you can best deal with the difference. (You may have to interview a leader to gather your data.) Attachments O, P, and M.

Suggested Resources

Davis, Larry N., and Earl McCallum. Planning, Conducting and Evaluating Workshop Staff Packets. Washington, D. C.: Library of Congress 74-82809, 1974.

Maier, Norman R. F. Problem Solving Discussions and Conferences. New York: McGraw-Hill, 1953.

Upon successful completion of assigned activities, proceed to Lesson 6.

CONFERENCE LEADERSHIP

Lesson Six: Conference Evaluation

Objective

Upon the satisfactory completion of this lesson, the student will be able to (1) explain and discuss evaluation as it is or may be used in conjunction with the conference; and (2) evaluate instruments used in several facets of conference evaluation.

Overview

This lesson deals with a look back at the conference. Any evaluation considers improvement of the outcome. The criteria for evaluation, the instruments for evaluation, and of the respondents to questionnaires all should be known before the process begins. The conference personnel should have related their objectives to the evaluation process (or vice versa in some instances).

Evaluation studies may be made in relation to each of the content areas of the prior lessons. They will normally include: arrangements, facilities, accommodations, staff assignments, participant feedback, exhibitor response, and objectives evaluation.

The activities suggested will assist the learner in gaining competency in this area.

Suggested Activities

(1) Gather several evaluation instruments from conferences (either by attending a conference or by contact with local persons who have instruments from prior uses, by reference reading, or from teacher sample) for review. Prepare a narrative reaction to the evaluation, as it applies to a large conference and to a small conference. Attachments Q, R, S, T, U, V, W, and X.

(2) Design an instrument to evaluate a conference which you have knowledge about through either conference planning or participation.

(3) Attend a conference and conduct a personal evaluation using an instrument for evaluation. Describe your responses in a narrative comment.

Suggested Resources

Davis, Larry N., and Earl McCallum. Planning, Conducting and Evaluating Workshop Staff Packets. Washington, D. C.: Library of Congress 74-82809, 1974.

Dyer, William G. Insight to Impact. Provo, Utah: Brigham Young University Press, 1976.

Maier, Norman R. F. Problem Solving Discussions and Conferences. New York: McGraw-Hill, 1953.

Upon successful completion of assigned activities, proceed to Lesson 7.

CONFERENCE LEADERSHIP

Lesson Seven: Leading a Session

NOTE: It may seem that this lesson is out of sequence. It is, however, not a part of the original design for an individualized learning activity. It may be incorporated into a seminar for a group which would study toward and prepare a conference as its end product. This way, the student could accomplish the competing development through the use of a class learning process. It could then be inserted between lesson 3 and 4.

Objective

Upon the satisfactory completion of this lesson, the student will be able to develop, design, refine, prepare, and present a session (lecture, demonstration, work session) for a topic of his choice.

Overview

Actually leading a session in a conference may or may not be the role of a conference leader. If one is an in-service leader for a school district, it will certainly be the case, at least upon occasion. This lesson is designed for a class to take the roles of conference leaders, presenters, and participants for a mini workshop or conference.

The class, after determining who will have which role, will conduct a needs assessment, set conference goals, and finally conduct the conference. The part of the conference primarily involved here is an actual conference session.

It will require an involvement of all the lessons, unless you are fortunate enough to present the conference in a different manner.

Suggested Activities

(1) Prepare and present a session on a topic of your selection. You may use any method you feel is appropriate, i.e., lecture with visual aids, demonstration of process, demonstration with participant involvement, etc. Prepare and turn in your outline for process, materials needed and used, and a rationale statement for the method you chose to treat the topic. Include your specific learning objectives so that suitable criteria may be developed for evaluation. Attachment I.

Suggested Resources

A Guide to More Effective Meetings. Minneapolis, Minnesota: Three M Company.

C.I.E.A. Convention Guide. An unpublished report for California Industrial Education Convention. Fresno: California Industrial Education Association.

Davis, Larry N., and Earl McCallum. Planning, Conducting and Evaluating Workshop Staff Packets. Washington, D. C.: Library of Congress 74-82809, 1974.

Gyllenhaal, Hugh. Guide to Styles, Groups, Methods. New York: Sales Meetings, January, 1957.

Maximizing Human Potential. Sacramento: Bureau of Homemaking Education, California State Department of Education, 1977.

Upon completion of the assigned activities in this module, you should be ready to take the Module Posttest. See your instructor for directions and measurement criteria.

CONFERENCE LEADERSHIP

MODULE PRE/POSTTEST

Student_____

Instructor_____

Date_____

Student: This module pre/posttest is designed to measure your knowledge of conference leadership. Since this module is an individualized and competency-based learning device, you will need to study only those lessons that are presen i on the basis of your response to this test.

1. Describe what is meant when motivation techniques are based on the Maslow approach.

2. When does parliamentary procedure play a role in conference leadership?

3. What techniques are used in determining needs assessment?

4. Describe a leadership quality matrix.

5. List at least 5 criteria used in selecting a conference sp aker.

   a. d.

   b. e.

   c.

6. List at least four types of conference format.

   a. c.

   b.

7. Describe an in-service workshop format for an education group.

8. Describe a preservice conference session.

9. Describe the basic facility needs of:

   a. A weekend conference of an association - Saturday only.

   b. A three-day conference for statewide participants.

10. When identifying and arranging for a facility, what factors are usually to be considered?

11. How can a conference be most completely evaluated?

Return this test to your instructor.

CONFERENCE LEADERSHIP

ANSWER KEY
MODULE PRE/POSTTEST

Instructor:	Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. When motivation techniques are based on the Maslow approach an hierarchial approach is used.

2. Parliamentary procedure plays a role in conference leadership during organizational meetings, planning sessions, evaluation sessions, and report sessions.

3. Assessment techniques include: interest inventory instrument; curriculum update; administration instruction; professional association assessment/ request.

4. A leadership quality matrix is a grid which indicates qualities of leadership on one axis and types of leadership situations on another.

5. Criteria used in selecting a conference speaker include:

   a. subject knowledge
   b. name
   c. prior contract
   d. cost
   e. availability
   f. preparation

6. Conference formats include:

   a. lecture-demonstration
   b. discussion
   c. workshop
   d. multi-session w/major speaker
   e. large group lecture
   f. panel discussion
   g. movie, filmstrip, etc.
   h. "lesson plan"

7. An in-service workshop format for an education group should state content about a meeting usually called by administrative leader/consultant to inform staff about a new procedure or operation through transparency, mimeo worksheets, or similar process.

Module Pre/Posttest Answer Key (continued)

8. A preservice conference session should contain content about information prior to service or in teaching prior to completing credential or being hired, conducted through a lesson with objectives format with support media, assignments and evaluation.

9. a. A week end conference of an association - Saturday only would need a school and/or hotel, depending upon the size of conference and needs if they were to include live/large, i.e. automobile, demonstrations, and food.

   b. A three-day conference for statewide participants would need a combination based at hotel or motel for housing, but not excluding other remote facilities for special sessions and with prospective banquet facility available and provision for large and small planning/lecture demo/film and media sessions.

10. Factors to be considered when arranging for a facility include number of rooms, audio-visual needs, chalkboard needs, demonstration accommodations, noise from room to room, speakers, and mikes.

11. A conference can be most completely evaluated by including content about conference objectives, participant reaction to presenter, format, facility, program. It should have presenter response to program. And, if appropriate, it should have response from vendor representatives and response plus report from committee.

APPENDIXES

PARLIAMENTARY PROCEDURE CHART

PRECEDENCE OF MOTIONS	May Interupt Speaker	Req's a 2nd	Debatable	Vote Required	May be Renewed	Motions that May Apply
PRIVILEGED MOTIONS						
1. To fix time at which to adjourn	No	Yes	Limited	Majority	After debate	11, 15
2. To adjourn, unqualified	No	Yes	No	Majority	After debate	None
3. To take a recess	No	Yes	Limited	Majority	After more business	11
4. To call to question of privilege	Yes	No	No	Chairman	After debate	All
5. To call for orders of the day	Yes	No	No	None	After dis. of pend. bus.	None
SUBSIDIARY MOTIONS						
6. To lay on the table	No	Yes	No	Majority	After debate	None
7. To call for the previous question	No	Yes	No	2-3	After debate	15
8. To limit or extend limits of debate	No	Yes	Limited	2-3	After debate	11, 15
9. To postpone definitely	No	Yes	Limited	Majority	After debate	7, 8, 11, 15
10. To refer to a committee	No	Yes	Limited	Majority	After debate	7, 8, 11, 15
11. To amend	No	Yes	Yes	Majority	No	7, 8, 11, 15
12. To postpone indefinitely	No	Yes	Yes	Majority	No	7, 8, 15
MAIN MOTIONS-GENERAL						
13. Main Motion	No	Yes	Yes	Majority	Not at same session	All
MAIN MOTIONS-SPECIFIC						
14. To take from table	No	Yes	No	Majority	After debate	None
15. To reconsider	Yes	Yes	Yes	Majority	No	6, 7, 8, 9
16. To reconsider and have entered on minute	Yes	Yes	No	Not unt. cd. up	No	None
17. To rescind	No	Yes	Yes	2-3	No	All
18. To expunge	No	Yes	Yes	2-3	No	All
19. To adopt a resolution	No	Yes	Yes	Majority	Not at same session	All
20. To adjourn qualified	No	Yes	Yes	Majority	No	None
21. To create orders for the day, spcl.	No	Yes	Yes	Gen. Maj. Spcl 2-3	After debate	All
22. To amend Constitution	No	Yes	Yes	2-3		All
INCIDENTAL MOTIONS (no precedence)						
To suspend rules	No	Yes	No	2-3	No except unam. consent	None
To withdraw a motion	No	No	No	Majority	After debate	15
To read papers	No	Yes	No	Majority	Not at same session	15
To object to consideration	Yes	No	No	2-3 in neg.	No	15
To rise to a point of order	Yes	No	No	Mj. if not dec. by chr.	No	None
To rise to parlimentary inquiry & request for info.	Yes	No	No	None	No	None
To appeal from decision of chair	Yes	Yes	Limited	Majority	No	All exc. 11
To call for a division of the house	Yes	No	No	Majority	Not until next	None
To call for a division of the question	No	Yes	No	Majority	After debate	11

NOTE: Incidental motions have no precedence. As their name implies they ordinarily may be used in connection with any motion when the need arises. However, three apply only to the main motion. They are to withdraw motion, to object to consideration, and to call for a division of the house. These incidental motions arise incidentally out of the business of the assembly.

Criteria for Selecting Presentors

GEOGRAPHICAL CONSIDERATIONS, if any: (Does the political climate require selection of presentors from different sections or Regions of the State, Units of a Region?)

Describe sub-groups to be considered: _____

_____

Minimum_____/Maximum_____ from any one sub-group.

- - - -

APPENDIX C
INDIVIDUAL SESSION REQUIREMENTS
(Speaker, Leader, etc.)

Session Title _____ Purpose _____

Presentor _____ Honorarium $_____ Expenses$_____

Address _____ Phone _____

Date(s) _____ Location _____

Target Group _____

Need to be met _____

TYPE OF SESSION: (Please check)

General ____	Open/Single Session ____	Repeated Number ____	Sequential Number ____	With a Meal/Social Brk ____ Ln____ Dn____ Oth____

Contacting Person _____ Phone _____

Chairman _____ Phone _____

Monitor _____ Phone _____

Brief Description (one paragraph) _____

EQUIPMENT AND SEATING REQUIREMENTS: (Include number)

	Provided by: Conference	Speaker
Projectors		
16mm		
Overhead		
Filmstrip		
Slide		
(Other)		
Audio Equipment		
Reel Recorder		
Cassette		
Record Player		
P/A System		
(Other)		

Tables _____ Chairs _____

Podium _____ Chalk Bd._____

Easles _____ (Other)_____

Sketch desired seating:

SAMPLE

MATERIALS:

Will materials be distributed? Yes ___ No ___

Printed by: Presentor _____ Conference_____

Number of Items? _____ Pages _____

Other Items _____

Who brings it to Conference? _____

Distribute to?_____

APPENDIX D

INTERVIEW FORM

1. Did you feel that the steps listed on the Action Plan (as developed at the Career Education Workshop) were reasonable; i.e., realistic in terms of your present resources?

2. What happened to the Action Plan after the workshop? (Probes: Who received copies, who used it.)

3. Are there any ways in which your school/district is different now as a result of the Action Plan?

4. Are there any concerns that you have about your district/school that may impede progress in implementing planned steps?

5. Who is primarily responsible for implementing the Action Steps?

6. Were any Action Steps added or revised? Please explain.

7. Were there any other outcomes of the workshop or Action Plan that we have not discussed yet? (Probes: Improved communications, better relationships, etc.)

NOTE: Interviewer will note down any observed evidence of system changes atrributed to the Action Plan.

APPENDIX E

NEEDS ASSESSMENT: COMPETENCY MODEL

Name:	Group:

Competency Model for:

Desired (required) Competencies	Performance Assessment Scale		Needs		
	Inadequate	Adequate	Learning	#	Nonlearning
1.	(−) 3 2 1	(+) 1 2 3			
2.	3 2 1	1 2 3			
3.	3 2 1	1 2 3			
4.					

SAMPLE

NEEDS ASSESSMENT: PROBLEM ANALYSIS

Group	
PROBLEM (supported by data)	
NEEDS: Learning	Nonlearning
Priority #	Priority #

PROBLEM (supported by data)	
NEEDS: Learning	Nonlearning
Priority #	Priority #

APPENDIX F

GENERAL AND SPECIFIC LEARNING OBJECTIVES

Problem or Desired Competency:	Group:

General Learning Objective:

Specific Learning Objectives

SLO #1:	Type of Learning:	Learning Needs:
Observable Behavior:		
Performance Standard:		
Conditions:		

SLO #2:	Type of Learning:	Learning Needs:
Observable Behavior:		
Performance Standard:		
Conditions:		

SLO # 3:	Type of Learning:	Learning Needs:
Observable Behavior:		

GENERAL AND SPECIFIC LEARNING OBJECTIVES

Problem or Desired Competency: SAMPLE	Group:
Learning Needs:	
General Learning Objective (GLO):	
Specific Learning Objectives (SLO): SLO #1:	
SLO #2:	
SLO #3:	

California Industrial Education Association Inc.

CIEA IN-SERVICE QUESTIONNAIRE

1246 - 18th Street, San Francisco, CA. 94107

SECTION 1 - GENERAL INFORMATION

1. Name: _____

2. Address: _____
   City/
   State/Zip _____

   Phone: _____ / _____
   (Area Code) (Home)

   _____ / _____
   (Area Code) (Office)

3. School/
   District: _____

   _____

4. Subjects taught:

   A. _____

   B. _____

   C. _____

5. Grade level(s) you teach:

   Junior Hi ( ), Senior Hi ( ), Other ( )

6. Ability to travel to In-Service Conferences or workshops: (Circle One)

   In-Service Conference Workshop

   1-25 mi. 26-50 mi. 51-200 mi.

   Unlimited Travel

Please mail the completed form to:

SAMPLE

SECTION 100 YOUR TRAINING NEEDS

Please select your first three (3) choices for possible In-Service Training Sessions from the list below, and enter the code number in the order of your interest in the spaces provided:

FIRST CHOICE [ ][ ][ ] SECOND CHOICE [ ][ ][ ] THIRD CHOICE [ ][ ][ ]

101 Community Relationships
102 Developing Performance Objectives
103 Developing Mini-Lessons
104 Disadvantaged student needs
105 Handicapped student needs
106 Instructional evaluation
107 Instructional facilities
108 Instructional management
109 Instructional media development
110 Instructional package development
111 Instructional techniques
112 Occupational guidance techniques
113 Occupational information
114 Outside speakers and their uses
115 Programmed instruction
116 Safety programs
117 Social, Economic & Ethnic Relationships
118 Student discipline problems
119 Student Motivation
120 Student narcotics problem
121 Field trips

122 Other: _____
123 Other: _____
124 Other: _____
125 Other: _____
126 Other: _____
127 Other: _____
128 Other: _____
129 Other: _____
130 Other: _____

Please add your suggestions in the spaces provided above.

(Continued on the other side....)

SECTION 200 - PERSONAL INTERESTS

YES	NO	
☐	☐	Are you interested in classes for college credit?
☐	☐	Are you interested in a Work/Study arrangement allowing you to work commercially at a job within your subject field and produce materials suitable for use with students?
☐	☐	Are you interested in short sessions for no credit?
☐	☐	Would you be willing to share one or two of your best teaching techniques with other teachers willing to do the same?
☐	☐	Would you be interested in working with County (or local District) Office Staff to identify student resources available from local business and industry?
☐	☐	Are you interested in observing demonstrations of new tools, equipment, instructional materials or processes?
☐	☐	Are you interested in developing new or improving your occupational skills through a "Hands-On" activity in your field?
☐	☐	Are you interested in writing technical materials or editing data proposed for CIEA-sponsored courses/manuals/guides?
☐	☐	Are you interested in participation as a researcher or compiler of data for CIEA-sponsored courses or guides?

SECTION 300 - OTHER SUGGESTIONS

Please feel free to make any suggestions in the space below or on a separate sheet of paper.

California Industrial Education Association Inc.

Fresno Unified School District
Department of Vocational Education

ORGANIZING AN EFFECTIVE FIELD TRIP

The field trip is an excellent method of taking advantage of the resources offered by the local industrial community and to cement cooperative arrangements. To be effective one must be well planned. Here is a suggested step-by-step outline designed to make a field trip meaningful and worthwhile for your students.

A. *Determine objectives*

B. *Select destination*

C. *Obtain administrative approval*

D. *Elicit from the students a list of specific purposes for trip*

E. *Contact place to be visited, get name of contact and discuss the following items:*
   1. date
   2. time of arrival
   3. duration of trip
   4. size of group that can be accommodated
   5. what you want to see and/or find out
   6. luncheon accommodations, if needed
   7. how many chaperones are needed
   8. a time to make a preliminary visit

F. *Write a letter of confirmation*

G. *Preliminary visit to host (include tour)*
   1. advise host of specific objectives
   2. make detailed plans
   3. discuss itinerary
   4. obtain available materials (brochures, literature, pictures)

SAMPLE

H. *Arrange transportation*
   1. cost
   2. schedule

I. *Have signed parental permission forms*

J. *Invite chaperones*

K. *Prepare students*
   1. Discuss value of note taking and picture taking (obtain permission)
   2. Anticipate questions concerning activities being observed (construct a questionnaire, if desired)
   3. Discuss guidelines for trip behavior
      a. dress and grooming
      b. bus behavior
      c. courtesy towards host and chaperones
      d. obedience of safety rules
   4. Recheck itinerary and times for arrival and departures

L. *Determine total cost of trip (lunch, souvenirs, bus, admission fee, etc.)*

Organizing An Effective Field Trip

WHAT TO ASK ABOUT

1. *Employment policies*
   a. variety of entry level job opportunities available
   b. skills and education required
   c. employee attitudes
   d. dress
   e. working conditions
   f. hazards - safety program
   g. salaries
   h. promotion potential
   i. relation to career planning
   j. benefits (education, union, med.-surg., holidays, sick-pay, advancement, pension plans, etc.)

2. *Processes*
   a. source of raw material
   b. products and uses
   c. warehousing and storage facilities
   d. methods of distribution
   e. effects of automation

3. *Cultural values*
   a. aesthetic benefits to the community
   b. community activities it sponsors
   c. implications for leisure time

WAS IT WORTH IT? EVALUATION AND FOLLOW UP

Things to do after the trip.

1. Send a thank you letter to the host.

2. Using your objectives as a basis, conduct an evaluation with your students to determine the impact of the experience.

   (a) Ask questions that will determine if the students can:
      1) Indicate the relationship between the field trip experience and the material they are currently studying.
      2) List and describe the nature/activities they observed.
      3) Compare and/or contrast this visit with others of a similar nature to determine its uniqueness.
      4) What data was collected that could influence career choices.
      5) What data was collected that might influence leisure time activities.
      6) What dimension of the experience could be adopted to regular educational experiences.
      7) What questions could have been asked, but were not.

   (b) Reevaluate objectives.

3. Invite the host or someone in a similar field to meet with the class to discuss and answer any questions that might have been generated following the visit.

Methods for Conducting Inservice:

A. Lecturing

B. Visual lecturing

C. Panel presenting

D. Viewing film or television

E. Listening to tapes, radio, or recording

F. Exhibiting materials and equipment

G. Observations (classroom or other)

H. Demonstrating

I. Interviewing, structured

J. Interviewing, focused

K. Interviewing, nondirective

L. Discussion

M. Reading

N. Analyzing and calculating

O. Brainstorming

P. Videotaping and photographing

Q. Instrumenting and testing

R. Buzz session

S. Field trip

T. Intervisiting

U. Role playing

V. Writing

W. Guided practice

SAMPLE

Permissive Support

Conference Title _____

Date(s) _____ Developed by _____

Address _____ Phone _____

Anticipated Number _____ Location _____

First Session: Date _____ Start _____

Last Session: Date _____ Ends _____

Will all time periods be scheduled? Yes _____ No _____

Primary purpose of conference: (Check one)

Business _____ Training _____ Informative _____ Inspirational _____

Social _____ Other _____

What type of meetings are required? (Indicate number of each)

Business _____ General _____ Topical _____ Traíning _____ Committee _____

Special Groups _____ Meals: Bkfst _____ Lunch _____ Dinner _____ Other _____

Sessions will be scheduled at the following times:

			1st Day	2nd Day	3rd Day	4th Day
MORNING	BREAK-FAST	Type				
		From				
		To				
	SESSION NO. ____	Type				
		From				
		To				
	BREAK	Type				
		From				
		To				
	SESSION NO. ____	Type				
		From				
		To				
	LUNCH	Type				
		From				
		To				
AFTERNOON	SESSION NO. ____	Type				
		From				
		To				
	BREAK	Type				
		From				
		To				
	SESSION NO. ____	Type				
		From				
		To				
EVENING	SOCIAL	Type				
		From				
		To				
	DINNER	Type				
		From				
		To				
	SESSION NO. ____	Type				
		From				
		To				

SAMPLE

35

APPENDIX K

Concepts or Generalizations	Introduction	Internalization	Application	Required Resources	Allocated Time

SAMPLE

INFUSION INTO INSTRUCTION AND GUIDANCE

ACTION ITEM NO.	ACTION STEP	DATE RESULTS SHOULD BE ACHIEVED	PERSON(S) RESPONSIBLE FOR IMPLEMENTATION OF ACTION STEP (NAME AND TITLE)

SAMPLE

Person Responsible _____ Phone _____

Conference Title _____

Location _____

Dates _____ Number of Participants _____ to _____

Local Contact Person _____ Phone _____

6.1 Workshop Equipment Matrix (sample attached): *Working from the facility's equipment inventory and available meeting room lists, complete equipment matrix for each room and session. Use rough paper to work for final layout. Note sessions to minimize equipment movement.*

6.2 Equipment Summary: *Enter Totals.*

	At one time	Provided by:				
		Facility	Presentor	Association	Rental	Cost
Projectors						
16 MM						
Slide						
Overhead						
Opaque						
Recorders						
Cassette						
Reel						
Phonograph						
Screens						
P.A. Systems						

*If equipment is to be rented attach contract:

Rental Firm _____ Phone _____

Address _____ Contact Person _____

Remarks: _____

SAMPLE

CALIFORNIA INDUSTRIAL EDUCATION ASSOCIATION
Post Office Box 866
Daly City, California 94017

Tentative Dates: March 7 - March 20, Annually

LOCAL HOST(S) STEERING COMMITTEE APPLICATION

Name of City _____

Official Representative _____
(Name) (Title)

Address _____ _____
(Street No.) (Town)

This checklist/application form should be accompanied by letters of support from local school district officials and any Convention Bureau or Chamber of Commerce personnel who will work closely with the local Steering Committee. The left column indicates desired facilities and services to be provided by local Host(s) Committee. The right column is a check-list and is to be completed and returned to: Chairman, Convention Resource Staff, California Industrial Education Association, P.O. Box 866, Daly City, Ca. 94017.

DESIRED FACILITIES	AVAILABLE FACILITIES
HOTELS: Please list all hotels that will provide sleeping, meeting, and/or exhibiting facilities for the convention on separate sheets. Include a map showing relative locations at all buildings.	Headquarters Hotel_____
	Tentative Reserved Dates_____
500 rooms in headquarters hotel	_____ rooms in headquarters hotel
500 rooms within two block radius	_____ rooms within two block radius
	One complimentary room for each _____ rooms occupied
	_____ rooms in headquarters hotel for Executive Committee/Special Sessions

SAMPLE

EXHIBIT FACILITIES: The exhibits form an important part of the educational program of the Association. The exhibit hall should be conveniently located to the housing and meeting space. Show the location of the exhibit hall on the scale map of the city.	
20,000 sq. ft. of booth space without aisles	_____ sq. ft. of booth space without aisles
Exhibits housed in one (1) area	Exhibits housed in _____ area
Electrical capacity adequate with one ph. and three ph. available	Electrical capacity _____ with _____ and _____ available
Floor capacity for 8000 lb. machinery	Floor capacity for _____ machinery
Reading level illumination in booths	_____ illumination in booths

Person Responsible _____ Phone _____

Conference Title _____

Location _____

Dates _____ Number of Participants _____ to _____

Local Contact Person _____ Phone _____

Items to Review: *(Check when complete)*

____ Conference Goals and Objectives	____ Program Schedule	____ Equipment Matrix	____ Matrix Monitor
____ Press Corps Schedule(s)	____ Registration Procedures	____ Evaluation Procedures	____ Staff Assignments
____ Other _____		____ Other _____	

Locations to Check: *(Check when complete)*

____ Conference Mgrs. Office	____ Session Rooms	____ Registration Desk	____ Message Center
____ Press Corps Room	____ Interview Room	____ Meal Facilities	____ Recreation Facilities
____ Hotel Mgrs. Office	____ Catering Office	____ Phones	____ Equipment Storage
____ Other _____		____ Other _____	

Things to Arrange for: *(Check when complete)*

____ Signs for Session	____ Equipment Distribution	____ Monitors Kits	____ Meeting W/Monitors
____ Keys to Meeting Rooms	____ Materials Collection	____ Duplication Service	____ Special Transportation
____ Shipping of Materials	$____ Estimate Costs	____ Other _____	

Key Phone Numbers: *(List names and phone numbers for key people and places at the conference.)*

SAMPLE

Name of Person or Place	Phone Number

Budget:

Income:		Costs:	
ITEM:	*AMOUNT:*	*ITEM:*	*AMOUNT:*
Registration	$_____	Speakers Honorariums	$_____
Meals	_____	Speaker's Expenses	_____
Socials	_____	Staff Salary	_____
Exhibitor's Hall	_____	Staff Expense	_____
Association	_____	Meeting Rooms	_____
Districts	_____	Exhibit Hall	_____
Donations	_____	Scheduled Meals	_____
_____	_____	Scheduled Socials	_____
_____	_____	Equipment Rental	_____
_____	_____	Photography	_____
_____	_____	Newsletter	_____
		Printing	_____
		Pre-mailings	_____
		Shipping of Materials	_____
		Special Transportation	_____
		Evaluation	_____
		VIP Courtesy	_____
		Publicity	_____
		Housing	_____
		_____	_____
		_____	_____
TOTAL INCOME	$_____	TOTAL EXPENSES	$_____

SAMPLE

Approved by_____

Signed_____ _____ Date_____

CIEA 19__ Convention
Request for Funds

Date_____

Amount of request_____

Nature of request_____

_____

Committee Chairman requesting payment_____

Receipt or copy of the bill should be attached to this request wherever possible.

Receipt attached? _____ yes _____ no

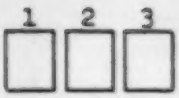
SAMPLE

VOCATIONAL EDUCATION SERVICE
2705 K Street, Suite 5A
Sacramento, CA 95816

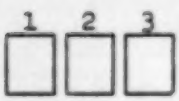
Workshop Location_____

Date_____

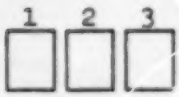
AGENDA



1. The agenda for this conference (1) was well organized in terms of its purpose and its time elements; (2) was fine but it could have been organized better; (3) was poorly organized.

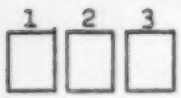


2. The organization of the conference (1) was about right; (2) was fine but it could have been organized better; (3) was poorly organized.



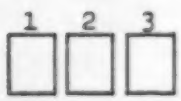
3. How would you rate the overall format and plan of the programs? (1) excellent (2) satisfactory (3) weak

ACTIVITIES



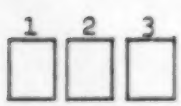
1. The workshop activities were generally: (1) stimulating; (2) mixed in terms of their impact; (3) boring.

FACILITIES



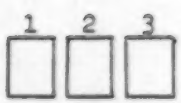
1. The physical facilities for this workshop (1) were about right; (2) I did not like them; (3) excellent.

MATERIALS



1. The materials distributed at this conference (1) will be of value to me; (2) we may use some of the material in my district; (3) our plans are already set, we will not use materials from this workshop; (4) I can hardly wait. . . .

RESULTS



1. Personally, how beneficial was the information you received from this workshop?
(1) excellent (2) satisfactory (3) weak

2. Which topic or subject was MOST useful to you?

_____

3. Which topic or portion was LEAST useful to you?

_____

SAMPLE

APPENDIX R

LVR PLAN

Objective: To provide participants with the experience of planning an LVR process as a follow-up to the inservice.

Direction: Based on the desired implementation outcomes of your inservice plan, develop an LVR plan.

	Evaluation Plan		Revision Plan		
Desired Outcomes	Design for Data and Summation	Anticipated Completion Date	Analysis Strategy	Revision Strategy	Anticipated Revision Time-Frame

SAMPLE

Conference or Workshop Title_____ Date_____

Place_____ Time_____through_____

Please indicate your overall feeling about this activity by circling the appropriate number.

1 2 3 4 5

If the topic was covered, indicate your feeling about how the topic was covered by placing an X in the appropriate column.

Topic	Timing			Process			Materials			Activities		
	Too Much	Too Little	Good	Good	O.K.	Ho Hum	Use-ful	On the Shelf	Rd. File	Great	Good	Bo
Needs Assessment												
Objectives												
Concepts/ Generalizations												
Introduction												
Internalization												
Application												
Required Resources												
Time Allocation												
Primary Responsibility												

SAMPLE

Conference Organization

A. Achieved anticipated outcome? Yes___ No___ Partially___

B. Topics were directed toward the overall objectives. Yes___ No___

C. Which topic will be most useful to you immediately?

D. Which topic will be least useful to you immediately?

E. What topics would you like to have been covered that weren't?

1.

2.

3.

F. Please make any further comments you deem appropriate:

SAMPLE

APPENDIX T

PARTICIPANT FEEDBACK

I WORKSHOP ELEMENTS

Name

Workshop

Date

1. OBJECTIVES

1) Are workshop objectives clear?
2) Do they meet your needs?
3) Suggested improvements

2. MATERIALS

1) Do materials fit the objectives?
2) Are they meeting your needs?
3) Suggested improvements

3. STAFF

1) Is staff working well as a team?
2) Consistent or contradictory?
3) Suggested improvements

4. CONSULTANTS

1) Are outside resource people adding to learning?
2) List one who are not
3) Suggested improvements

5. PARTICIPANTS

1) How well is staff relating to your needs (content or personal)?
2) Do you feel a need to become better acquainted with other participants?
3) Suggested improvements

6. STRUCTURE

1) Are group size and composition helpful to learning?
2) Are physical arrangements for group work appropriate?
3) Suggested improvements

7. AIDS

1) Are learning aids appropriate?
2) Supplies adequate?
3) Suggested improvements

SAMPLE

8. FACILITY

1) Problems
2) Suggested improvements

9. ACCOMMODATIONS
(if applicable)

1) Problems
2) Suggested improvements

10. FOOD AND REFRESHMENTS

1) Problems
2) Suggested improvements

11. DATES

1) Will you need to leave early?
When?
2) If activities need to be extended are you available?
3) How long?

12. TRAVEL

1) Problems in getting to or from workshop?
2) Suggested improvements

13. FUTURE NEEDS

1) Have you discovered additional learning needs?
2) What?

47

APPENDIX U

EVALUATION BY OBJECTIVES
(By Individual)

Workshop: | Dates:

COMPETENCY RATING SCALE
Inadequate −3, −2, −1 | Adequate +1, +2, +3

		SLO #1	SLO #2	SLO #3	SLO #4	SLO #5	SLO #6	SLO #7	SLO #8	SUMMARY COMMENTS
GROUP NAME:	Group Average									Group Comments:
Participant Names										Participant Comments
1.	Rating									1.
	Tips									
2.	Rating									2.
	Tips									
3.	Rating									3.
	Tips									
4.	Rating									4.
	Tips									
5.	Rating									5.
	Tips									
6.	Rating									6.
	Tips									
7.	Rating									7.
	Tips									
8.	Rating									8.
	Tips									

Person Responsible _____ Phone _____

Conference Title _____

Location _____

Dates _____ Number of Participants _____ to _____

Local Contact Person _____ Phone _____

11.1 Items to be Evaluated: *(Check appropriate items)*

_____	Conference Objectives	Conference Format Including:	_____	Special Events	_____ Foods Service
_____	General Sessions	_____ Registration Procedure	_____	Housing	_____ Meeting Facilities
_____	Small Group Sessions	_____ Exhibits	_____	Printed Material	_____ Evaluation Process

---

11.2 Evaluation Monitoring System:

Number of sessions to be evaluated: _____ General _____ Small Group

Maximum number of sessions to be evaluated in any one time period? _____

Number of Monitors: _____ Describe procedures: _____

(See attached matrix as sample for schedule)

11.3 Evaluation Forms:

Type	Developed by:	Printed by:	Cost	Analized by:	Cost
General Session					
Small Grp. Ses.					
Conf. Format					
Other					
Other					

Will forms be on: _____ IBM _____ 8½ x 11 Other _____

Who will receive evaluation report(s)? _____

What action will result? _____

SAMPLE

EVALUATION OF SPEAKER/CONSULTANT PRESENTATION

TOPIC/TITLE SPEAKER/CONSULTANT DATE

(Circle Appropriate Number)

1.	Were the objectives for this session clear?	Clear	5	4	3	2	1	Vague
2.	To what extent were the objectives met?	Fully	5	4	3	2	1	Little
3.	How well was the presentation organized?	Very Well	5	4	3	2	1	Very Poor
4.	How helpful do you think the presentation will be to your work?	Very Much	5	4	3	2	1	Very Little
5.	Did the physical arrangements help or hinder the meeting of the objectives?	Help	5	4	3	2	1	Hinder
6.	Was the media appropriate?	Right	5	4	3	2	1	Poor
7.	Was there enough time allowed to meet the objective?	Right	5	4	3	2	1	No Way

RECOMMENDATIONS/CONCERNS/REMARKS

What I found most useful was . . .

What I would like more of is . . .

What I would change is . . .

Additional Remarks:

NAME AFFILIATION POSITION

To: CIEA Commercial Exhibitors

From: Convention Resource Staff

Re: Evaluation

The officers and members of CIEA are seeking ways of improving their relationship and services with their commercial exhibitors. We have prepared this set of performance objectives to help evaluate this year's program from your point of view. We'd be happy to receive any kind of note from you about this instrument or any one of the items in it.

** * * ** * **

As a result of having exhibited and participated in the annual CIEA Convention, I was able to:

Yes	No	
		Identify additional teachers and/or administrators interested in my products and/or services.
		Obtain reactions to products and/or services by oral or written responses from conventioneers.
		Compare my products with those of exhibitors displaying competitive lines.
		Meet sufficient potential customers.
		Demonstrate products and/or services to interested audiences.
		Demonstrate my interest in the professional affairs of CIEA.
		Establish an identify with CIEA

** * * ** * **

Were you satisfied with the following:

		The commercial exhibit hall
		The decorator
		The exhibit schedule
		The cartage contractor?
		The local Convention Committee?

SAMPLE

Comments: _____

_____

_____

Signed: _____
Name Company

To: CIEA President's Cabinet, Local Convention Chairmen and CRS

From: Chairman, CRS

Re: Evaluation

It is the intent of the CRS, by this instrument, to determine if the convention provides opportunities for its participants to develop new ideas, concepts and perhaps to change some attitudes.

When you respond to each item, remember that the instrument is designed to measure your opinion of the typical conventioneer's reaction, and not your personal beliefs. Your own opinions were asked for on another form.

* * * * * *

As a result of having participated in this CIEA Convention, the typical conventioneer will be able to:

Yes	No	
		plan his own in-service education program for next year.
		identify several reasons for being a CIEA member
		appraise and compare the functions and leadership of CIEA locals and sections.
		re-establish professional contacts with colleagues and make new ones
		react positively to the convention site and physical facilities
		be enriched by topics of the professional meetings
		promote fellowship through professional and quasi-professional activities such as:
		CIEA luncheon
		CIEA banquet
		President's reception
		select a number of usable ideas for his instructional program from the school exhibits
		appraise at least one major piece of equipment and other items displayed by commercial exhibitors
		select and apply one or more usable ideas from presentations at the convention for his current educational program
		contribute one or more usable ideas of his own to one of his colleagues at the convention
		vote on Association business
		propose at least one new item of business to the Association

SAMPLE

MODULES -- COMMON CORE CURRICULUM FOR VOCATIONAL EDUCATION

Category A: Introduction to Vocational Education

- A-1 History, Philosophy, and Trends in Vocational Education
- A-2 Scope, Function, and Organization in Vocational Education
- A-3 Vocational Legislation
- A-4 Assessing the Job Market and Employment Trends

Category B: Cooperative Relationship

- B-1 Rationale for Cooperative Relationships
- B-2 Advisory Councils
- B-3 Cooperative and Work Experience Programs

Caregory C: Vocational Students

- C-1 Promoting Vocational Education and Recruiting Eligible Students for Vocational Education
- C-2 Assessing Students' Personal Characteristics
- C-3 Guidance and Counseling
- C-4 Assisting Students with Special Needs in Vocational Education Program
- C-5 Assessing the Needs of the Disadvantaged Student
- C-6 Developing Student Leadership Qualities in Vocational Education Programs
- C-7 Student Organizations

Category D: Administration and Supervision

- D-1 Fiscal Management of a Vocational Education Program
- D-2 Writing a Vocational Education Project/Budget
- D-3 Record Keeping in Vocational Programs
- D-4 Conference Leadership
- D-5 Selection, Supervision, and Evaluation of Personnel
- D-6 School Law and Its Relationship to Vocational Education
- D-7 Staff Development
- D-8 Implementation of Change

Category E: Curriculum Design in Vocational Education

- E-1 Developing a Curriculum Design in Vocational Education
- E-2 Applying Learning Theory to Vocational Education
- E-3 Instructional Strategies

Category F: Stages and Structure of Curriculum Development

- F-1 Theories in Curriculum Development
- F-2 Building a Curriculum for Vocational Education
- F-3 Applying Curriculum Specifics to Vocational Education
- F-4 Safety

Category G: Evaluation and Research

- G-1 Evaluation Models
- G-2 Evaluation Procedures for Local Programs
- G-3 Introduction to Research Procedures in Vocational Education
- G-4 Research Design in Vocational Education
- G-5 Development of a Research Proposal in Vocational Education